DOCUMENT RESUME

ED 458 197 SP 040 299

AUTHOR	Artzt, Alice F.; Armour-Thomas, Eleanor
TITLE	Becoming a Reflective Mathematics Teacher: A Guide for Observations and Self-Assessment. Studies in Mathematical Thinking and Learning Series.
ISBN	ISBN-0-8058-3037-5
PUB DATE	2002-00-00
NOTE	256p.
AVAILABLE FROM	Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430-2262 (hardback: ISBN-0-8058-3036-7, $59.95; paperback: ISBN-0-8058-3037-5, $27.50). Tel: 800-926-6579 (Toll Free).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Case Studies; Classroom Observation Techniques; Elementary Secondary Education; Higher Education; *Mathematics Teachers; Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); Student Teacher Evaluation; Teaching Methods
IDENTIFIERS	*Learner Centered Instruction; Teacher Knowledge

ABSTRACT

This activity-oriented book for preservice mathematics teachers who are taking methods courses or who have been student teaching offers a framework for teacher reflection and self- assessment. It supplies detailed observation instruments for observing other teachers, reflective activities, and guidelines and instruments for supervisors. There are eight chapters in three parts. Part 1, "Philosophical Basis for the Model," includes (1) "Toward an Understanding of Student-Centered Teaching"; (2) "A Framework for the Examination of Instructional Practice"; (3) "A Framework for the Examination of Teacher Cognition"; and (4) "Putting It All Together." Part 2, "How To Use This Model," includes (5) "Using the Model to Examine the Instructional Practice and Cognitions of Other Teachers"; (6) "Using the Model to Examine Your Own Instructional Practice and Cognitions"; and (7) "Using a Portfolio to Document How You Engage in Self-Assessment and Reflection." Part 3, "Evidence: The Model in Action," includes (8) "Case Studies of the Model in Action: Five Cases." Four appendixes present research results, observation forms, observation charts made by preservice teachers, and guides and forms for supervised observations. (Contains 100 references.) (SM)

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